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non prius iugulandi finis fuit, quam Sulla omnes suos divitiis explevit, there was no end of murder until Sulla satisfied all his henchmen with wealth.

Antequam and *priusquam* take the Subjunctive to denote an act as Anticipated.

1. Thus the Subjunctive may denote—

(a) An act in preparation for which the main act takes place: as,—

priusquam dimicarent, foedus ictum est, i. e. in anticipation of the fight, a treaty was struck.

By an extension of this usage, the Subjunctive is sometimes used of *general truths*, where the anticipatory notion has faded out; as,—

tempestas minatur antequam surgat, the tempest threatens before it rises.

(b) An act anticipated and forestalled, as,—

priusquam telum adici posset, omnis acies terga vertit, before a spear could be hurled, the whole army fled.

(c) An act anticipated and deprecated, as,—

animum omittunt priusquam loco demigrent, they die rather than quit their post.

2. After historical tenses the Imperfect Subjunctive is used, especially by post-Augustan writers, where the notion of anticipation has entirely vanished; as,—

Sol antequam se abderet fugientem vidit Antonium, the sun before it set saw Antony fleeing.

If a student using this grammar wishes to write sentence (a) above, he may draw two different conclusions. He may argue that the dependent clause *cannot* "denote an Actual Fact", and that it *may* be considered "an act in preparation for which the main act takes place". He will, therefore, use the Subjunctive. Or he may observe that the only future sentence given among the Latin examples is the second and, without noticing the negative, since no mention is made of its significance, he may decide that the Future Perfect Indicative must be used in his sentence and in all other future sentences.

Many teachers as well as students deplore the use in this grammar of the phrases "anticipated and forestalled" and "anticipated and deprecated". These categories, originated by Professor Hale in his monograph on The Anticipatory Subjunctive in Greek and Latin, written for mature scholars, seem strangely out of place in a school grammar which is elsewhere characterized by a remarkable degree of simplicity and clearness in wording and definition.

To the school boy they present formidable, sometimes insurmountable difficulty; even to the college student they give pause. Even when the teacher is able to make their meaning quite clear while the student is looking at the examples, the difficulty of remembering them makes them undesirable.

¹ There is not the same loop-hole here as in the statement in the other grammar, where the wording is "an action *viewed as an Actual Fact*".

It may, of course, be urged that the editor deemed it of importance to keep the 'anticipatory' idea in the foreground and hence was willing to use words unfamiliar to the average boy rather than simpler language which might necessitate the omission of the word 'anticipatory'. It is a matter of opinion just how much importance should be attached to this consideration.

I should not find myself in sympathy with this contention, because I do not believe that the 'anticipatory' conception was the chief reason for the Subjunctive with *antequam*, nor can I believe that it is well to emphasize in a school grammar an explanation of the Subjunctive which breaks down in so many sentences which the student will encounter.

Not to extend these *objections* indefinitely, we may conclude with a single allusion to one other grammar. In it the very first statement on this subject is this: "With *antequam* and *priusquam*, 'before', the Perfect Indicative states a *Fact* which preceded the main verb:—*antequam* tuas legi litteras, hominem ire cupiebam, before I read your letter, I wished the man to go".

Perhaps the type-setter misplaced a word; for this should read either 'which the main verb preceded' or 'which *followed* the main verb'. The statement exactly reverses the actual order of antecedence and subsequence.

Many other points in these and other grammars might be touched upon here but enough has perhaps been said to give concrete examples and illustrations of the difficulties occasioned in the mind of the student by over-condensation and failure to stress the negative.

WALTER HULLIHEN.

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(To be concluded).

REVIEWS

Demosthenes, Philippics. Edited by Gilbert A. Davies. Cambridge University Press (1907). 60 cents.

This little book, intended primarily for school use, is an edition of Philippics I, II, and III, and contains, besides the Greek text, an introduction and explanatory notes. The introduction, which gives a brief account of the history of Macedonia, Philip's activities against Greece and the life of Demosthenes, is good, but is all too short, for it includes no discussion whatever of the style and literary characteristics of the greatest representative of the Canon of the Ten.

The notes seem well adapted to the needs of young students. Following the example of the majority of the editions of these orations, there is considerable translation of words and phrases.

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